Equality, Diversity and Inclusion Policy 2026-27

Approved by: Raúl Fernández Pascual, Principal, Colegio CEDES	**Last reviewed on:** June 2026
Next review due by: June 2027	

1. Purpose

All schools in the group are committed to creating a fully inclusive environment where equality, diversity and inclusion are embedded in all aspects of school life At Colegio CEDES we believe that our diverse community of students and staff is one of the school's greatest strengths. To ensure that everyone can thrive and meet their full potential, it is essential that inclusion and equality of opportunity are at the core of all the school's activities.

Treating individuals unfairly or detrimentally on the grounds of personal characteristics is discrimination, and can take many forms, such as harassment, denial of opportunities or inciting others. Within our school community, we are committed to a zero-tolerance policy towards less-favourable treatment on the grounds of any personal characteristic.

Colegio CEDES is committed to promoting and developing inclusion and equality of opportunity in all its functions, and seek to do this by:

- communicating its commitment and the importance of equality and diversity to all members of its community;
- ensuring all staff and students are aware of the aims of this policy;
- monitoring, evaluating and reviewing school policies, procedures and decision-making to ensure equity and inclusion;
- demonstrating a zero-tolerance attitude towards discrimination within our community by taking all allegations seriously.

This policy applies to all members of the Colegio CEDES community, including students, parents, staff and visitors.

2. Aims

The aims of this policy are to:

- promote equality of opportunity for all members of the school community;
- eliminate bullying and discrimination because of any personal characteristics;
- eliminate bullying and discrimination because an individual has a learning difficulty, educational need, or because English is an additional language;
- eliminate preferential treatment or advantage because of favouritism towards an individual;
- comply with the school's equality and inclusion obligations under local and national regulations;
- provide a secure environment in which all our students can thrive and achieve all of the outcomes of Keeping Children Safe In Education;
- provide a learning environment where, through policies, practices and the educational programme, all individuals feel valued and have a sense of belonging;
- prepare students for life in a diverse and inclusive society in which everyone can take their place in the local, regional, national and international community;
- value and include the contribution of all families to our understanding of equality and diversity;
- provide and promote positive information about the diversity of our society;
- actively challenge discrimination and favouritism, and ensure that all members of the school community learn from these experiences;
- embed inclusion and equality of opportunity through all our activities.

To achieve these aims we:

- publish and share school policies to the whole school community;
- involve, where reasonably practicable, all members of the school community in the development, review and impact assessment of relevant improvement plans, policies and procedures;
- collect and analyse data (such as admissions data and examination results) to monitor and prevent any potential disadvantage amongst the student body;
- help overcome potential barriers to learning by providing for diverse learning styles, including any learning support needs and/or disabilities a student may have;
- ensure the wider school curriculum promotes and celebrates equality and diversity;
- operate a zero-tolerance policy towards abusive or discriminatory behaviour;
- work in partnership with families and the wider community to establish and promote inclusive practices and help tackle inequity and discrimination.

3. Scope

This policy applies to all aspects of the school's work and to all members of its community. It covers pupils, staff, board members, parents and carers, volunteers, contractors, and visitors, ensuring that all are treated and behave with dignity, fairness and respect at all times.

The policy applies across all areas of school activity, including (but not limited to):

- Teaching and learning, curriculum design and delivery
- Admissions, attendance, behaviour and exclusion practices
- Pastoral care, safeguarding and wellbeing
- Recruitment, employment and professional development of staff
- Relationships with parents, carers and the wider community

The school is committed to embedding equality, diversity and inclusion throughout its ethos, culture and daily practice. This includes actively identifying and removing barriers to participation, achievement and progression, and ensuring that all members of the community are able to thrive and fulfil their potential.

Equality, diversity and inclusion are the responsibility of all members of the school community. All staff are expected to implement this policy consistently through their professional practice, and all members of the community are expected to uphold its principles in their behaviour and interactions.

All protected characteristics are included within the remit of this policy. The school recognises the following characteristics, in line with the Group's Equality, Diversity and Inclusion framework and in accordance with applicable Spanish legislation, including Organic Law 2/2006 on Education (LOE), as amended by Organic Law 3/2020 (LOMLOE), Organic Law 8/2021 (LOPIVI), and Law 15/2022 on Equal Treatment and Non-Discrimination:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

4. Educational Services

All students access the educational provision, services and facilities, irrespective of any personal characteristic, subject to the school's obligations and considerations of safety and welfare. At Colegio CEDES we will not discriminate against a student on the grounds of any personal characteristic by excluding them or subjecting them to any other detriment.

We seek to educate students in a multicultural, anti-discriminatory environment, using the curriculum, assemblies, PSHE programme and external speakers to promote understanding and appreciation of other faiths, races and cultures.

The school has a duty to make reasonable adjustments for students with a disability, so that they are not substantially disadvantaged in comparison with their non-disabled peers. Whilst we may not need to make alterations, reasonable adjustments and proposals for auxiliary aids and services will be considered and discussed with parents in light of the student's needs and the resources available to the school.

5. Staff Recruitment

At Colegio CEDES we treat every application for employment in a fair and equal way, in accordance with this policy and the school's Recruitment Policy. We accept applications from, and employ, staff irrespective of any personal characteristic.

All decisions about staff deployment, promotion, salaries or benefits are made with regard only to individual merit and suitability for the particular job.

6. Legislation and Guidance

This policy is underpinned by the principles of equality, inclusion, dignity and non-discrimination established under applicable Spanish law. It also recognises the importance of promoting social cohesion, mutual respect and a positive, inclusive environment in which diversity is valued and celebrated.

In particular, the policy is informed by:

- Spanish Constitution of 1978, particularly the principles of equality and non-discrimination;
- Organic Law 2/2006, of 3 May, on Education (LOE), as amended by Organic Law 3/2020, of 29 December (LOMLOE), particularly its principles relating to equality of opportunity, educational inclusion, equity and non-discrimination;
- Organic Law 8/2021, of 4 June, on the Comprehensive Protection of Children and Adolescents against Violence (LOPIVI), particularly its provisions relating to equal treatment, non-discrimination, prevention of violence and the protection of children and adolescents in educational settings;
- Law 15/2022, of 12 July, on Equal Treatment and Non-Discrimination, which establishes the general framework for equal treatment and protection against discrimination in Spain;
- Organic Law 3/2007, of 22 March, for the Effective Equality of Women and Men, particularly in relation to equal treatment and non-discrimination on grounds of sex;
- Organic Law 8/1985, of 3 July, regulating the Right to Education (LODE), particularly the rights of students to dignity, inclusive education and protection against discrimination, violence and bullying;
- applicable education, equality, inclusion and non-discrimination legislation and regulations of Castilla-La Mancha;
    1. Law 4/2023 of 28 February, on the real and effective equality of transgender people and the guarantee of the rights of LGBTI people.
    2. Law 5/2022 of 6 May, on Sexual Diversity and LGBTI Rights in Castilla-La Mancha.
- Keeping Children Safe in Education (KCSIE), latest applicable version, as an international benchmark of safeguarding good practice;
- Working Together to Safeguard Children, latest applicable version, as a safeguarding reference within the Group framework;
- relevant Group and school policies and procedures relating to equality, diversity and inclusion, safeguarding, behaviour, anti-bullying, SEND, wellbeing and staff conduct.

For Colegio CEDES, Spanish national and regional legislation takes precedence. UK statutory guidance, including KCSIE and Working Together to Safeguard Children, is used as an international benchmark of good practice and does not replace applicable Spanish legal requirements.

7. Roles & Responsibilities

7.1 The Board

Ensure compliance, strategic oversight and monitoring.

7.2 The Principal and School Leadership

- ensure effective implementation of this policy and its procedures;
- ensure that all staff are sufficiently aware and trained about equality and diversity;
- ensure that staff act as role models of inclusive and equitable behaviour and practice;
- have procedures in place to deal effectively with reported incidents of discrimination, victimisation or harassment;

7.3 Staff

- positively model inclusive behaviour;
- actively challenge any forms of discrimination, victimisation, harassment, bullying or favouritism;
- promote an inclusive curriculum and equality of access to this curriculum;
- identify and challenge bias or stereotyping within the school's curriculum or culture;
- commit to broadening their knowledge, confidence and inclusive behaviour by attending relevant training and accessing information from appropriate sources.

7.4 Students

- Promote respect and report concerns
- Respect and value differences
- Challenge discrimination and prejudice
- Engage in learning and reflection opportunities
- Support and live the school values

7.5 Parents

- Support school values and engagement
- Model respectful and inclusive behaviour
- Engage positively with the school
- Raise concerns appropriately

8. Forms of Discrimination

Discrimination refers to the unfair or less favourable treatment of individuals or groups based on their characteristics. This includes, but is not limited to:

- Direct discrimination
- Indirect discrimination
- Harassment
- Victimisation
- Bullying
- Microaggression
- Stereotyping
- Prejudice

9. Protected Characteristics (Uk Law)

Under the Equality Act 2010, the school recognises and upholds the rights of individuals in relation to the following protected characteristics: (amend according to

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race (including colour, nationality, and ethnic or national origin)
- Religion or belief (including lack of belief)
- Sex
- Sexual orientation

10. Monitoring and Review

This policy is monitored on an ongoing basis to evaluate its effectiveness and ensure appropriate steps can be taken to eliminate inequality and discrimination. This policy is usually reviewed on an annual basis to ensure the aims of the policy are carried out in accordance with the school's equality obligations. The effectiveness of this policy will be monitored through regular review of data, stakeholder feedback, and the impact on pupil outcomes, particularly for disadvantaged and vulnerable groups.

11. Related Policies

This policy should be read in conjunction with the following documents:

- Child Protection and Safeguarding Policy
- Concerns and Complaints Policy
- Online Safety Policy
- Anti-Bullying Policy
- Relationships and Sex Education Policy